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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language and**  **Level / Grade** | Spanish 1 | | | | Approximate Length of Unit | | | | | 2 weeks, Aug. 6 – Aug. 20th, 2014 | |
| Approximate Number of Minutes Weekly | | | | | 550 | |
| **Theme/Topic** | Greetings and Introductions | | | | | | | | | | |
| **Essential Question** | How can I get to know other people that don’t speak my language? | | | | | | | | | | |
| **Goals**  *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * Greet others in culturally appropriate ways * Introduce themselves * Say where they are from * Exchange telephone numbers * Say which day of the week it is * Spell their names | | | | | | | | | | |
| **Summative**  **Performance Assessment**  *• These tasks allow learners to demonstrate how well they have met the goals of the unit.*  *• They are integrated throughout the unit.*  • *The template encourages multiple interpretive tasks.*  *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks should incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | | | |
|  | | * Video – Dating show clip: extracting basic info. about each contestant; which one would they choose * Reading passage about famous people from Latin culture and extracting basic information | | | | | | |  | |
| **Presentational Mode**   * **Facebook introduction (writing)** | | | | | **Interpersonal Mode**   * **Introduce and exchange numbers at a party** | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective.* | **Product:** Unique Image of people from each Hispanic country  **Practice:** Greetings: Physical contact and proximity  **Perspective:** Different attitudes (guarded in the U.S. versus more friendly and open attitude in Hispanic culture)    **Product:**  **Practice:**  **Perspective:** | | | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections** | | | | **Acquiring Information and Diverse Perspectives** | | | | | | |
| Geography | | | |  | | | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | **Cultural Comparisons** | | | | | | |
| Me llamo vs. My name is: | | | | Forms of address: Formal vs. informal | | | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | **Lifelong Learning** | | | | | | |
| Greet native speakers outside the classroom: classmates and neighbors | | | | Expose to pictures of culture would pique interests to travel abroad | | | | | | |
| **Connections to Common Core** |  | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | |
| Language Functions | | Rel ated Structures / Patterns | | | | | | | Vocabulary Expansion | | |
| Tier 1 | | |
| State your name | | Reflexive verb | | | | | | |  | | |
| Tier 2 | | |
| **State where you are form** | | Ser + de | | | | | | |  | | |
|  | |  | | | | | | |  | | |
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| **Key Learning Activities/Formative Assessments** | | | | | | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | | How does this activity support the unit goals or performance tasks? | | | | Mode of Communication | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
| Slap! (Alphabet) | | | |  | | | | Interpretive | | |  |
|  | | | |  | | | |  | | |  |
|  | | | |  | | | |  | | |  |
| **Resources** | | | | | | | **Technology Integration** | | | | |
| Copies of alphabet cards for Slap! | | | | | | |  | | | | |